

## REDCLIFFE ELEMENTARY

6741 Atomic Road  
Aiken, South Carolina 29803

**GRADES** K-5 Elementary School

**ENROLLMENT** 766 Students

**PRINCIPAL** Teresa L. Pope, Ph.D. 803-827-3350

**SUPERINTENDENT** Dr. Linda B. Eldridge 803-641-2428

**BOARD CHAIR** Dr. John B. Bradley 803-641-2431

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	53	41	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes

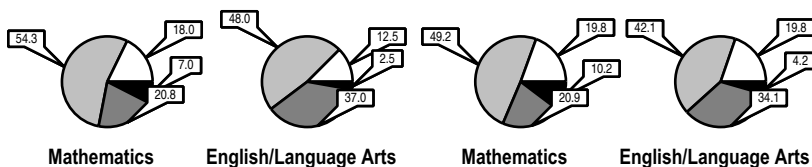
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	420	99.8	12.3	48.1	37.1	2.5	55.6	Yes	Yes
<b>Gender</b>									
Male	219	99.5	18.4	48.5	31.6	1.5	47.1		
Female	201	100.0	5.7	47.7	43.0	3.6	64.8		
<b>Racial/Ethnic Group</b>									
White	226	99.6	7.5	44.3	43.9	4.2	64.2	Yes	Yes
African-American	180	100.0	15.6	54.9	28.9	0.6	46.2	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	13	100.0	46.2	23.1	30.8	0.0	38.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	381	99.7	9.4	49.0	38.8	2.8	58.7		
Disabled	39	100.0	41.7	38.9	19.4	0.0	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	413	99.8	11.2	48.7	37.5	2.6	56.1		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	414	99.8	11.5	48.3	37.7	2.5	56.2		
<b>Socio-Economic Status</b>									
Subsidized meals	249	99.6	16.2	54.0	28.9	0.9	45.1	Yes	Yes
Full-pay meals	171	100.0	6.7	39.6	48.8	4.9	70.7		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	420	100.0	18.0	54.3	20.8	7.0	46.3	Yes	Yes
<b>Gender</b>									
Male	219	100.0	23.7	52.2	16.9	7.2	40.6		
Female	201	100.0	11.9	56.5	24.9	6.7	52.3		
<b>Racial/Ethnic Group</b>									
White	226	100.0	15.0	47.4	26.3	11.3	54.9	Yes	Yes
African-American	180	100.0	20.2	63.6	13.9	2.3	35.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	13	100.0	38.5	38.5	23.1	0.0	46.2	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	381	100.0	14.3	56.0	22.3	7.4	48.6		
Disabled	39	100.0	55.6	36.1	5.6	2.8	22.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	7	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	413	100.0	17.3	54.5	21.1	7.1	46.8		
<b>English Proficiency</b>									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	414	100.0	17.3	54.6	21.1	7.1	47.0		
<b>Socio-Economic Status</b>									
Subsidized meals	249	100.0	22.0	60.2	14.8	3.0	35.6	Yes	Yes
Full-pay meals	171	100.0	12.2	45.7	29.3	12.8	61.6		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	132	98.5	8.9	44.4	42.7	4.0	46.8
	<b>Grade 4</b>	141	97.9	23.9	47.0	28.4	0.7	29.1
	<b>Grade 5</b>	192	99.0	27.2	51.1	21.7	N/A	21.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	136	100.0	7.5	35.8	50.0	6.7	56.7
	<b>Grade 4</b>	140	99.3	8.3	51.1	40.6	N/A	40.6
	<b>Grade 5</b>	144	100.0	20.1	59.0	20.1	0.7	20.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	132	100.0	9.5	53.2	27.0	10.3	37.3
	<b>Grade 4</b>	141	100.0	17.6	51.5	16.9	14.0	30.9
	<b>Grade 5</b>	192	99.0	25.6	44.4	20.6	9.4	30.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	136	100.0	17.9	57.5	20.9	3.7	24.6
	<b>Grade 4</b>	140	100.0	14.9	57.5	20.9	6.7	27.6
	<b>Grade 5</b>	144	100.0	20.9	48.9	20.1	10.1	30.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 766)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.5%	Down from 6.4%	2.8%	2.7%
Attendance rate	95.5%	Up from 95.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%		4.1%	3.5%
Eligible for gifted and talented	17.4%	Down from 18.6%	13.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.7%	Down from 3.9%	9.6%	8.2%
Older than usual for grade	3.0%	No change	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%

Teachers (n= 55)				
Teachers with advanced degrees	40.0%	Up from 35.5%	50.0%	51.4%
Continuing contract teachers	98.2%	Up from 85.5%	89.2%	87.5%
Highly qualified teachers**	96.1%	N/A	94.5%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.5%	Up from 87.7%	86.9%	86.7%
Teacher attendance rate	94.7%	Up from 94.4%	94.8%	94.9%
Average teacher salary	\$40,459	Up 3.1%	\$40,260	\$40,760
Prof. development days/teacher	11.9 days	Up from 8.5 days	12.6 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 17.6 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.2%	Down from 89.0%	89.7%	90.0%
Dollars spent per pupil*	\$5,678	Up 11.5%	\$5,834	\$6,044
Percent of expenditures for teacher salaries*	66.6%	Down from 67.2%	65.6%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.7%	Up from 91.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Each year there is a push for ways to make Redcliffe Elementary a school that stands out as an exemplary school committed to continuous progress. This year we celebrated our successes in the areas of literacy development, community involvement, home-school relations, curriculum development, and overall school climate. We also looked for ways to continue our upward trend by searching for new ideas and soliciting input from all those who share an interest in the welfare of our school. As a result of effective communication, a strong relationship between parents, staff, and community members, and support from the PTO and School Improvement Council, we can look back on many successful outcomes.

The last year of our SC Reads Grant enabled us to bring more parents into the school on a daily basis. Several parents earned their GED and a large number were able to benefit from exposure to lectures on parenting skills and the importance of literacy development at an early age. Teachers were introduced to various techniques identified as "Best Practices" while attending study groups led by our literacy coach. We will be able to continue some of the components of the grant and of course utilize the knowledge and the materials gathered over the past few years to help in ensuring that every child reads fluently by third grade.

The guidance department led our staff in making sure Redcliffe Elementary School is viewed as warm, friendly, and inviting. Surveys were conducted to determine the perception of those visiting or regularly coming into the building. We reviewed the suggestions and comments then worked diligently to make improvements in areas that we felt needed attention. As a result we applied and received the "Red Carpet Award." We are truly happy and convinced that the outcome of our efforts will further increase parental involvement and inspire a willingness on the part of parents and community members to take an active role in the education of our students.

All of our plans remain focused on providing the best academic program for the students we serve. Major emphasis was placed on specific programs to enrich and support students in attaining academic success. Reading Initiatives from SC Reads, Science Lab, Computer Lab, Accelerated Reader, Gifted and Talented, Arts Infusion, and After-school Programs, are all examples of extra activities designed to meet the needs of students.

As principal of Redcliffe Elementary, working along with a dedicated School Improvement Council and a staff that truly cares, the sky is the limit. We are very optimistic and firmly believe that all goals are attainable and progress is inevitable.

Dr. Teresa L. Pope, Principal

Mrs. Juanice Gordy, School Improvement Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	53	116	68
Percent satisfied with learning environment	88.7%	85.7%	87.9%
Percent satisfied with social and physical environment	92.2%	86.0%	87.9%
Percent satisfied with home-school relations	71.2%	82.8%	77.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.